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Spring 2-1-2019

LIT 236L.01: Literature History: Modern/ Postmodern

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LIT 236: Modern/Postmodern

Professor Harrison

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Office hours: 12:30-2:00 TuTh & by appt.

Morgan Beavers

Corbin 237

mary.beavers@umontana.edu

TuTh 12:30-2:00

REQUIRED TEXTS

Atwood, Margaret. *Oryx and Crake*. (Anchor.)

Eliot, T.S. *The Wasteland and Other Writings*. (Modern Library Classics.)

Hemingway, Ernest. *The Sun Also Rises*. (Scribner.)

Hughes, Langston. *Selected Poems of Langston Hughes*. (Vintage Classics)

Hurston, Zora Neale. *Their Eyes Were Watching God*. (HarperPerennial Modern Classics.)

Pynchon, Thomas. *The Crying of Lot 49*. (HarperPerennial.)

Plus supplementary handouts.

COURSE DESCRIPTION

LIT 236 examines a limited number of extraordinary American writers of the Twentieth Century in their historical, cultural, and especially literary contexts. The first half of the course will be dedicated to the Moderns, and in addition to exploring the work of writers such as Ernest Hemingway and Zora Neale Hurston, we'll study the history of the Modern Age and sound the theories of the intellectuals, scientists, and philosophers who helped shape the zeitgeist. From the Moderns, we'll turn to the Postmoderns and analyze the work of writers such as Margaret Atwood and Thomas Pynchon and explore the history, thinkers, and energies of post-World War II America. As the course progresses, we'll also have opportunities to discuss different critical concepts and terms and apply them to the primary texts. The course aims to deepen your sense of American literary history and to deepen your interpretative skills.

COURSE OUTCOMES

1. Students will understand the historical, cultural, critical, and especially literary contexts of modern and postmodern American literature.
2. Students will understand the major characteristics of American literary modernism and postmodernism and will be able to utilize those characteristics to analyze individual works of American literature.
3. Students will be able—while drawing on appropriate critical terms and concepts—to state clearly the central themes, concepts, and ideas at play in individual works.
4. Students will be able to evaluate the literary and cultural importance and/or significance of individual works of modern and postmodern American literature.
5. Students will be able to engage thoughtfully and openly with a range of critical and theoretical perspectives on literary and cultural (and even controversial) issues, including the ability to state clearly the assumptions and premises of their own positions.
6. Students will be able to perform a literary close reading (both in class discussions, exercises, and assignments and in out-of-class writing assignments), demonstrating an ability to read and interpret literary works by thoughtfully integrating quoted passages into larger argumentative claims.
7. Students will be able to write clear, grammatically correct, and rhetorically effective papers of literary analysis and interpretation (and perhaps even of critique), driven by a thesis and sustained by logic, textual and historical evidence, and a reasoned, ordered, and coherent argument.

GRADING

Weekly Quizzes:.....	25%
Essay 1 (5+ pages):.....	20%
Essay 2 (5+ pages):.....	20%
Final Exam:.....	25%
Participation:.....	10%

COURSE REQUIREMENTS

Please note that you must complete **ALL** written work to pass LIT 314. **You must, in other words, take at least ten (10) of the quizzes, turn in both essays, and take the Final Exam.** Essays will be deducted ONE letter grade for EACH class period they are late.

ATTENDANCE POLICY:

Since the course involves quizzes, writing assignments, and informed discussions of the readings, attendance and participation are crucial: after THREE absences, your FINAL GRADE will be deducted ONE letter grade for each additional TWO absences.

E-mail correspondence:

Please use your UM e-mail account for electronic correspondence with the instructor. Faculty are NOT allowed to reply to messages from other email servers or accounts.

Class Policy on Electronic Devices:

Cell phone use is not permitted in class; you may, of course, use laptops during class for note-taking and other class-related work only.

DEPARTMENT AND UNIVERSITY POLICIES

Department Assessment:

The Department of English's ongoing process of assessing its curriculum requires a committee of professors to read student papers (including exams) to learn how students in general are progressing through the program or course of studies. Thus, your professor may choose a copy of one of your papers or ask for an electronic version of it to use in this assessment process. (All identifying information—such as name or ID number—will be removed and no evaluation of student work outside the boundaries of the course will play any role in determining a student's grade.) If you do not want your work used in such a way, please inform your professor and she or he will not forward it to the Assessment Committee. Otherwise, the Department of English appreciates your tacit consent.

University Assessment:

Students should also note that this course may require an electronic submission (via Moodle) of an assignment stripped of your personal information to be used for educational research and assessment of the university's writing program. Your paper will be stored in a database. A random selection of papers will be assessed by a group of faculty and staff using a rubric developed from the following writing learning outcomes:

- Compose written documents that are appropriate for a given audience or purpose
- Formulate and express opinions and ideas in writing
- Use writing to learn and synthesize new concepts
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions (MLA)
- Demonstrate appropriate English language usage

This assessment in no way affects either your course grade or your progression at the university. Your work is used anonymously.

Plagiarism, Academic Integrity, and the Student Conduct Code:

Plagiarism: the use of someone else's ideas or words as if they were your own. To avoid this contravention of the fundamental values of the academy, you **must** acknowledge, by citation of name, title, and page number, work that has influenced your thinking. For more on matters of Academic Integrity, see the [Student Conduct Code](#) available on the web.

Accommodation:

Students with disabilities will receive reasonable accommodation for coursework. To request accommodation, please contact the professor as soon as possible. For more information, visit the [Disability Services website](#) or call (406) 243-2243 (Voice/Text).

SYLLABUS

Th Jan 8:	Introduction
Tu Jan 15:	**Lecture: The Modern Age/Modernism** **Essay 1 Assigned**
Th Jan 17:	**Lecture: The Modern Age/Modernism** (Cont.)
Tu Jan 22:	Eliot 3-7 Pound, H.D., Williams (Handout)
Th Jan 24:	Eliot 38-43 (plus appropriate Notes)
Tu Jan 29:	Eliot 43-51 (plus appropriate Notes)
Th Jan 31:	Hughes 3-14, 33-46
Tu Feb 5:	Hughes 221-275
Th Feb 7:	Hemingway "Hills Like White Elephants" (Handout)
Tu Feb 12:	Hemingway epigraphs-58
Th Feb 14:	Hemingway 59-130
Th Feb 19:	Hemingway 131-191
Th Feb 21:	Hemingway 192-251
Tu Feb 26:	Faulkner, "A Rose for Emily" (Handout)
Th Feb 28:	Hurston 1-62 **Essay 1 Due**
Tu Mar 5:	Hurston 62-128 **Essay 2 Assigned**
Th Mar 7:	Hurston 129-193, 195-205 ("Afterword")

Tu Mar 12: **Lecture: The Postmodern Age/Postmodernism**

Th Mar 14: **Lecture: The Postmodern Age/Postmodernism**

Tu Mar 19: Pynchon 1-51

Th Mar 21: Pynchon 51-101

Tu Mar 26: **No Class: Spring Break!**

Th Mar 28: **No Class: Spring Break!**

Tu Apr 2: Pynchon 102-152

Th Apr 4: Atwood epigraphs-74

Tu Apr 9: Atwood 75-153

Th Apr 11: Atwood 154-226
Essay 2: Due

Tu Apr 16: Atwood 227-306

Th Apr 18: Atwood 307-374

Tu Apr 23: **Review for Final Exam**

Th Apr 25: **Review for Final Exam**